



**PACIFIC GROVE ADULT
EDUCATION**

**SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2017-2018**

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**Person Preparing the Safe School Plan (EC 52012, EC 52852):
Principal, Pacific Grove High School**

**Pacific Grove Unified School District
Monterey County**

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**Pacific Grove Unified School District
Board of Education
2016-2017**

John Paff	President
Brian Swanson	Clerk
Debbie Crandell	Member
Cristy Dawson	Member
Bill Phillips	Member
Kulaea Tulua	Student Representative

**Pacific Grove Adult School
Leadership Team
2017-2018**

Barbara Martinez	Principal	
La Verne Baker Leyva	Supervisor/Program Specialist	Community Education, Older Adults, Adults with Disabilities
Janet Thayer	Program Specialist	ESL
Sarah Weber	Program Specialist	High School Diploma
Jennifer Ross	Program Specialist	Parent Education
Kirsten Stember	Program Specialist	Parent Education



Welcome to Pacific Grove Adult Education!

Our experienced supportive teachers and staff are committed to providing you high quality, student friendly classes and programs designed to help you reach your personal, educational and career goals.

Whether your goal is to attain your high school diploma or high school equivalency, develop and strengthen your English reading, writing and speaking skills, improve your computer skills, expand your knowledge about effective parenting or support your health through physical exercise, we have classes for you.

Pacific Grove Adult Education is a proud member of the Monterey Peninsula Adult Education Consortium. As the principal of Pacific Grove Adult Education and MPAEC team leader, I want to assure you that we will continue to provide quality programs that serve our community.

I am proud to be principal of Pacific Grove Adult Education and am honored to work with our outstanding staff and community. I invite you to stop by our school and pick up a brochure. You can also visit our website at www.pgadulted.com where you can access all of our course offerings.

See you around the campus,

Barbara Martinez
Principal

I. THE COMPREHENSIVE SCHOOL SAFETY PLAN OVERVIEW

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the district governing board our county office of education. The CCSP applies to staff, students, and guests. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

For additional information on school safety programs, policies, or procedures, please contact:

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II. GENERAL SCHOOL INFORMATION

SCHOOL PROFILE

Pacific Grove Adult Education began in 1932 as a single woodshop class. As we enter our 83rd year of service to our community, we will serve over 2,000 students in offerings ranging from **Parent Education** and **Cooperative Pre-Schools** to classes designed to enhance employability in our **Computer Education, High School Diploma, and GED testing** programs. We serve an international community in our **English as a Second Language** courses, and in our **Foreign Language Academy**. Our **Active Older Adult** classes are extremely popular with our senior citizens. **Community Interest** classes are wide-ranging and attract diverse group students to our school.

PACIFIC GROVE ADULT EDUCATION VISION STATEMENT

Providing a program of quality academic, vocational and physical education for adults is the primary goal of Pacific Grove Adult Education. In achieving this goal, Adult Education has built its curriculum on the philosophy that increasing knowledge allows any subject to be enjoyed, pursued, accepted or defended to greater degrees. We believe strongly in the right of every adult in the community to gain an education regardless of age, heritage, challenges or background.

PACIFIC GROVE ADULT SCHOOL MISSION STATEMENT

The Mission of Pacific Grove Adult Education is to inspire students to become life-long learners; intellectually, physically, emotionally, and socially.

SAFE SCHOOL MISSION STATEMENT

Students, Staff and guests will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for conduct, behavior and respect for others.

DESCRIPTION OF SCHOOL FACILITIES

The campus is located on the tip of the Monterey Peninsula in the city of Pacific Grove.

Campus Description	Quantity	Auxiliary Buildings	Quantity
Number of Permanent Classrooms	14	Maintenance Building	1
Number of Portable Classrooms	1	AWD Transitions Program	1
Teacher Work rooms	1	Community Garden/Greenhouse	1
Staff Lounge	1	Cooperative Preschool/Parent Education Classrooms	2
Support Offices	5	Multi-Purpose Room	1
Number of Restrooms	9	Library	1

NOTIFICATION TO PUBLIC

This Comprehensive School Safety Plan prepared for the 2017-2018 school year was shared with (EC 35924.2€ and 35294.8(b)

- Students and Parents
- Staff
- Communicated to the general public through site and district website
- Communicated to Law Enforcement Agencies

Strategies/Programs for Maintaining School Safety (EC 35294.2 [a] [2]):

Component 1

The Social Climate – People and Program

The vast majority of the students who attend Pacific Grove Adult Education live on the Monterey Peninsula. Most reside in Monterey, Pacific Grove, Pebble Beach, and Carmel. The school has a significant **Older Adult** (retired) population, as well as a very active young parent community, which is dually served by **Parents’ Place** (0-3 years) and the **Preschool Cooperatives** (3-5 years). While the parents are the enrolled students, they bring their infants, toddlers, and preschoolers to the site on a regular basis.

Additionally, courses offered in **Computer Skills, High School Diploma/GED, and English Language** attract a wider age range of students to campus. Evening classes in **Community Education** may see enrollees from the age of 18 through 90+, making for a most diverse and

Classroom Emergency Kits

Located within each room is an emergency kit which contains, among other items, an Emergency Response Guide. This guide is intended to be a quick resource for the responsible staff member on duty in the room.

Component 2

Physical Environment – Place

The main campus of the Pacific Grove Adult Education Center is located at 1025 Lighthouse Avenue in Pacific Grove. The school also offers a number of off-site classes throughout the community.

The **Parents' Place** program occupies an entire wing of the school, and uses the multi-use room often, as well. The main hallway (Rooms 1-7) houses the **High School Diploma/GED** program, **English Language Learner** classes, and two **CTE** labs, one for PC's and one for Mac's, during the morning and early afternoon, and evening hours. **Community Education** classes, as well as the diploma program utilize our classrooms during the evening hours. Exercise classes are held in the multi-purpose room on some nights, and the Portable in the Meadow is occupied by the district Adult Transitions Program. **The Dual Language Preschool and Lighthouse Preschool** are located on the Seventeen Mile Drive side of the campus, in a separate, free-standing building.

Goals for Improvement

III. SAFE SCHOOL REPORTS

School Crime Status

Pacific Grove Adult Education does not experience high incidents of crime on campus or during school related functions. There are no known safety hazards on campus or nearby at this time.

2016-2017 Summary Data	
Total Suspensions	0
Total Expulsions	0

SAFE SCHOOL ASSESSMENTS

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and guests are provided a safe and secure environment.

- Safe School Needs Assessment
- Site and District Input

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

The following checklist is used to review the school's strengths and areas to target for improvement related to hazard mitigation and school safety procedures and policies.

SCHOOL EXTERIOR AND STUDENT AREAS

School Exterior and Student Areas	YES	IMPROVE	NO	PLAN TO IMPLEMENT
School grounds are fenced. If yes, approximate height:			X	
Gates are secured by good padlock and chain after hours.			X	
Drug-free zone signs are posted.	X			
Signs are posted for visitors to report to main office through a designated entrance.	X			
Shrubs and foliage are trimmed to allow for good line of sight.	X			
There is adequate lighting around the building.	X			
Lighting is provided at entrances and other points of possible intrusion.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL EXTERIOR AND PLAY AREAS

School Exterior and Play Areas	YES	IMPROVE	NO	IMPLEMENT
The school is free of graffiti.	X			
Play areas are fenced or student boundaries are clearly marked and enforced.	X			
Good visual surveillance of play equipment or student congregation area is possible.	X			
Vehicular access to student play or congregation area is restricted.	X			
Playground equipment has tamper-proof fasteners.	X			
Visual surveillance of bicycle racks is possible.	X			
All areas of school buildings and grounds are accessible to patrolling security vehicles.	X			
Ground floor windows: -No broken panes -Locking hardware in working order	X			
Classroom doors are locked when classrooms are vacant.	X			
There is a central alarm system specific in the school.	X			
High-risk areas are protected by security locks and alarm system.	X			
There is two-way communication between classrooms and main office.	X			
Students are restricted from loitering in corridors, hallways, and restrooms.			X	
Staff members wear I.D. badges.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL EXTERIOR AND PLAY AREAS

School Exterior and Security	YES	IMPROVE	NO	IMPLEMENT
Law enforcement monitors school grounds after school hours.	X			
All school equipment is marked with an identification number.	X			
There is a policy for handling cash received at the school.	X			
There is regular maintenance and/or testing of the entire security alarm system at least once every six months.	X			
There is a schedule for maintenance checks on lights, locks and lock hardware, and storage sheds and outbuildings.	X			
There is a control system in place to monitor keys and duplicates.	X			
Exterior light fixtures are securely mounted.	X			
Mechanical rooms and hazardous storage areas are locked.	X			
Evacuation and other emergency drills are conducted on a consistent and ongoing basis.				X
A record of health permits is maintained.	X			
A record of fire inspection by the official Fire Marshal is maintained.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL INTERIOR

School Interior	YES	IMPROVE	NO	IMPLEMENT
Multiple entries to the building are controlled and supervised.	X			
Visitors are required to sign in.	X			
Visitors are required to wear visitor badge.	X			
The hallways are properly lighted for safety.	X			
Bathrooms are properly lighted.	X			
Staff supervises bathrooms.	X			
The bathroom walls are free of graffiti.	X			
Exit signs are clearly visible and pointing in the correct direction.	X			
Access to electrical panels is restricted.	X			
Mechanical rooms and other hazardous storage areas are kept locked.	X			
Confidential files and records are maintained in locked, vandal proof, and fireproof areas.	X			
If a classroom is vacant, students are restricted from entering the room alone.	X			
Faculty members are required to lock classrooms upon leaving.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL INTERIOR

School Interior	YES	IMPROVE	NO	IMPLEMENT
Friends, relatives, or non-custodial parents are required to have written permission to pick up a student from school.	x			
Students are required to have permission to leave school during school hours.			x	
There are written regulations regarding school personnel using building facilities after school hours.	x			
There are regulations regarding access and control of outside groups using the building after school hours.	x			
Law enforcement monitors school grounds after school hours.	x			

DEVELOPMENT AND ENFORCEMENT OF POLICIES

Development and Enforcement of Policies	YES	IMPROVE	NO	IMPLEMENT
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.	x			
The school has an effective Emergency Management Plan that is reviewed and updated annually.	x			
The Emergency Management Plan includes a specific set of procedures for students/staff with special needs.	x			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

DATA COLLECTION PROCEDURES

Procedures for Data Collection	YES	IMPROVE	NO	IMPLEMENT
Violations of state and federal laws are reported to law enforcement.	X			
An incident reporting procedure for disruptive incidents is established and utilized.	X			

DATA COLLECTION PROCEDURES

Procedures for Data Collection	YES	IMPROVE	NO	IMPLEMENT
Data collection procedures are established and utilized by administrators and staff.	X			
Collected data is reviewed and analyzed to identify recurring problems and guide reform initiatives.	X			
Accident reports are filed when a student is injured on school property or during school-related activities.	X			
The incident reporting system is reviewed and updated annually.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

STAFF DEVELOPMENT

Staff Development	YES	IMPROVE	NO	IMPLEMENT
The principal and other administrators maintain a highly visible profile.	X			
Administrators and staff (including campus security and law enforcement) are trained in the implementation of site Emergency Management Plan.	X			
The entire staff participates in emergency training that is progressive and aimed at continually increasing the level of emergency readiness on site.		X		
School Resource Officers offer staff training in emergency readiness.	X			
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.	X			
School safety and violence prevention information is regularly provided as part of a school or system-wide staff development plan.	X			
Staff development opportunities extend to support staff including cafeteria workers, custodial staff, secretarial staff, and bus drivers.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

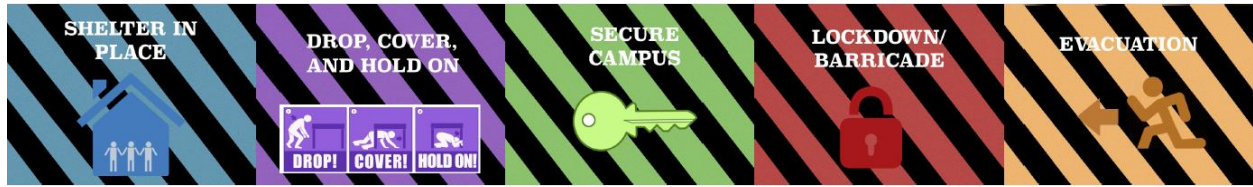
PARENT AND COMMUNITY INVOLVEMENT

Parent and Community Involvement	YES	IMPROVE	NO	IMPLEMENT
The school's communication plan includes an efficient method of informing parents when an emergency situation arises.	X			
The school's Emergency Management Plan includes a Memorandum of Understanding with at least one community partner regarding provision of a safe and reasonable off-campus evacuation location.				X

THE ROLE OF LAW ENFORCEMENT

Role of Law Enforcement	YES	IMPROVE	NO	IMPLEMENT
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.	X			
Law enforcement personnel are an integral part of the school's safety process.	X			
School security officials and local law enforcement provide a visible presence on campus during school hours and at school-related events.	X			
There is a communication tool in place to keep law enforcement informed regarding the schedule of non-traditional school hours.	X			
School administrators have the opportunity to meet with law enforcement commanders at least once a year.	X			

IV. SCHOOL SAFETY PROTOCOLS



THE BIG FIVE

Pacific Grove Unified School District

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE

Immediate Action Response: The Big Five

RESPONSE

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSES: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units
DROP, COVER & HOLD ON	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
SECURE CAMPUS	Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
LOCKDOWN / BARRICADE	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
EVACUATION	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location

Immediate Action Response: The Big Five

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices



Immediate Action Response: The Big Five

SHELTER IN PLACE

STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and Windows
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or e-mail status to school secretary, according to site protocol

Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all

Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone



Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

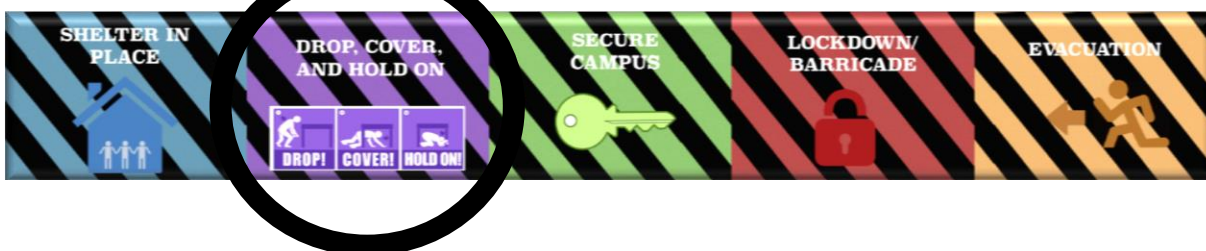
STAFF ACTIONS: INSIDE

- At first recognition of an earthquake, instruct students to move away from Windows
- Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an **interior** wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an **interior** wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

STAFF ACTIONS: OUTSIDE

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures

Place head between the knees; cover back of neck with arms and hands



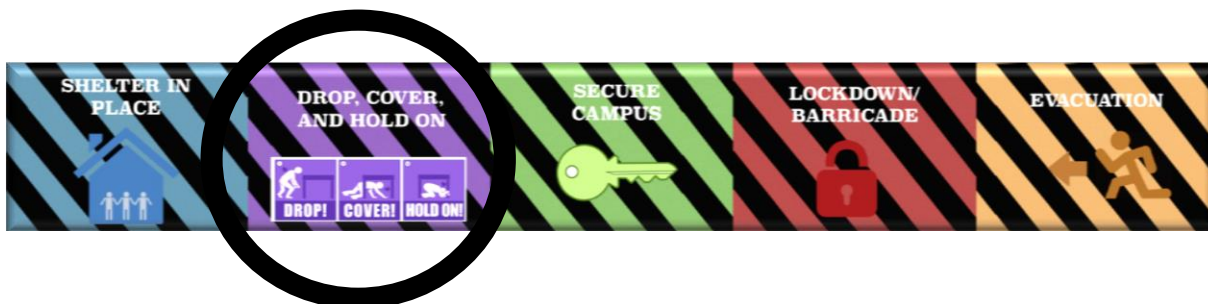
Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

STAFF ACTIONS: OUTSIDE

- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol

Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



Immediate Action Response: The Big Five

SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that **all** exterior classroom / office doors are locked and remain Locked
- Is intended to prevent intruders from entering occupied areas of the Building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



Immediate Action Response: The Big Five

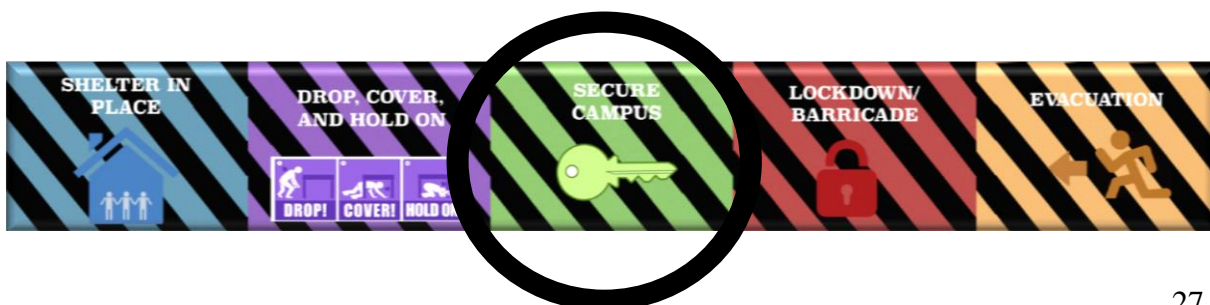
SECURE CAMPUS

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY)

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is **not** preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- If it is possible to safely **get off campus** with students, take that action immediately (Run)
- If it is not possible to get off campus, **quickly lockdown** inside a safe room and **barricade** the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any Circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

“THINK ON YOUR FEET”

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff. In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

Escape / Get Off Campus

- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

Hide / Lockdown/Barricade

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cellphones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Fight

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response



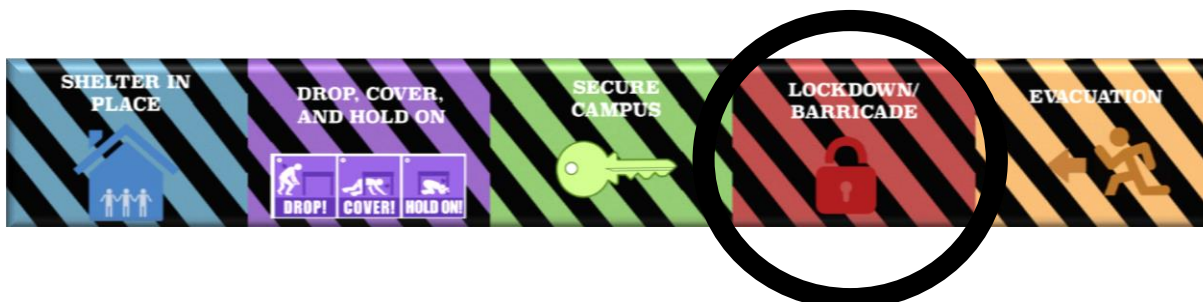
Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / BARRICADE

- Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours



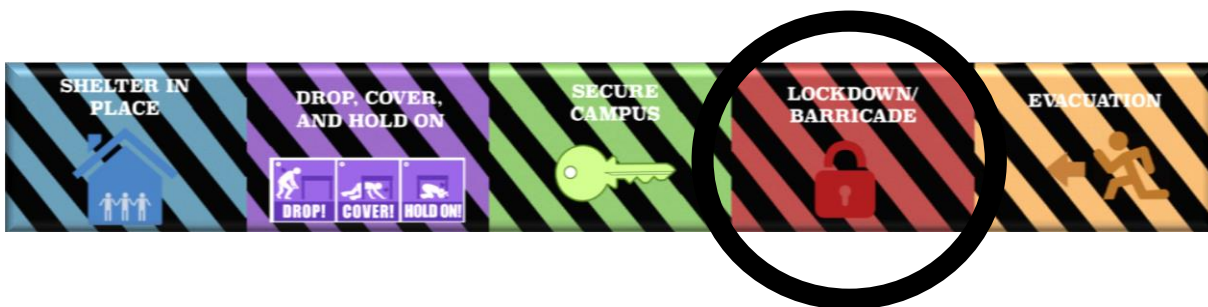
Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do **not** chase students that run. Let them go
- Do **not** go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

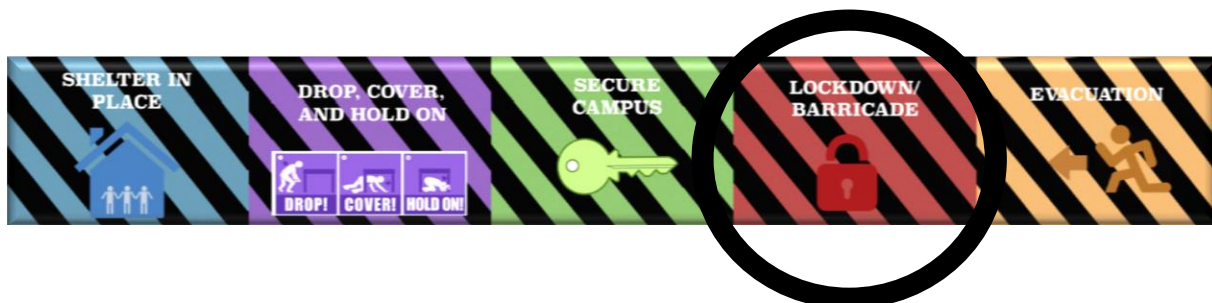


Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES)

- Gather students together and organize into an orderly formation
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement



Immediate Action Response: The Big Five

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

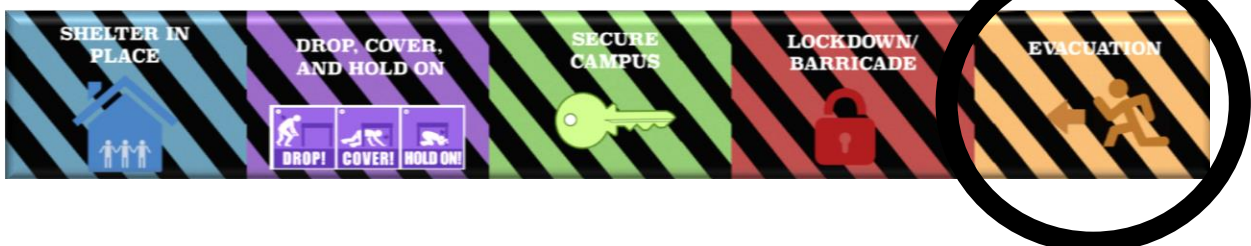
EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

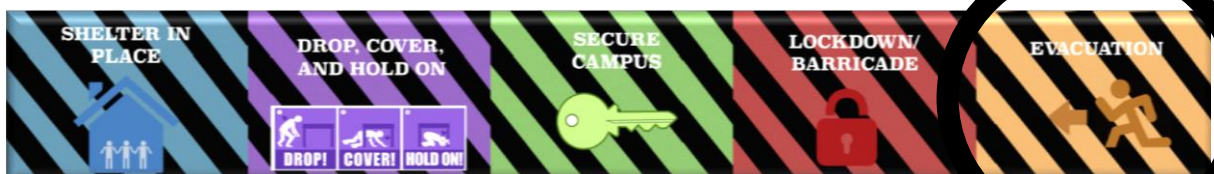


Immediate Action Response: The Big Five

EVACUATION

STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of “Buddy Teacher”
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but **unlocked**
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine



Immediate Action Response: The Big Five

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention –OR–
- Indicate directions with gestures –OR–
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible –OR–
- Use a sturdy chair (or one with wheels) to move person –OR–
- Help carry individual to safety

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so



EMERGENCY TELEPHONE NUMBERS

(If dialing from school phones, dial "9-9" before dialing the number)

Police	911/831-648-3143
Sheriff	911
Fire Department	911/831-648-3143
Paramedics	911/831-648-3143
C.H.O.M.P	831-624-5311
	831-625-4900
Pacific Grove Unified School District Office	831-646-6509
Red Cross Monterey Chapter	831-624-6921
District Transportation	831-646-6643
District Maintenance	831-646-6537
California High Patrol	831-796-2100
Poison Control	800-784-2433
	800-222-1222
Child Protective Services	831-755-4661
PG&E	800-743-5000
(Outage Information)	800-753-5002
Cal-Am Water	888-237-1333
	831-373-3051

V. SCHOOL PROGRAMS, POLICIES AND PROCEDURES

PROGRAM EXPECTATIONS, REGISTRATION, AND REQUIRED TESTING

Pacific Grove Adult School has four 10 week sessions per year. Students may register for classes on site or online at www.pgadulthood.com.

Students are placed in classes based on assessment data obtained at registration. Pacific Grove Adult Education is able to offer free education to our students due to several state and federal funding sources. As a requirement of these continued funding, students are required to show progress in their assigned class. This progress is determined through a pre and post testing process. Pre testing is a requirement at registration. Ongoing post testing is required to document student progress. By registering at Pacific Grove Adult Education, a student agrees to participate in the pre and post testing process and understands that failure to participate in the testing process may result in dismissal from the program.

Basic Education (K-8) High School Diploma and HiSet:

Adult programs in elementary and secondary basic skills consist of courses in mathematics, reading, history, science, government, language arts and other courses and classes approved for the high school diploma.

Pacific Grove Adult Education offers preparation courses to assist students in passing the HiSet exam. There are five subject area tests that students can sign up for. Tests are offered each Wednesday evening at PGHS. Students will have an opportunity to take practice exams. Practice exams are good indicators of student success on the official exam. If a student's practice exam indicates that the student is likely to pass that section of the HiSet, it is expected that the student will take the official HiSet exam the next time it is offered. Students who do appear to be making progress in passing the HiSet exams may be recommended to enroll in the High School Diploma program.

English Language Learners:

ESL classes are designed to teach listening, speaking, reading and writing English classes to non-English and limited-English speaking adults. Pacific Grove Adult Education places students in the ESL program based on their pre test scores. We offer classes from the pre beginning level to the advanced level. Students who are committed to learning or improving their English skills

and progressing through the levels of ESL are the type that this program is intended for. Students whose posttests repeatedly show no growth or progress may be recommended to register for an ABE class.

CTE (Career Technical Education)

Adult programs in vocational education consist of organized educational programs directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for college or career advancement.

Active Older Adult

Programs for older adults include courses that will create opportunities for personal growth and development, community involvement, and for survival skills needed for self-maintenance.

Parent Participation

Adult programs in parenting including parent cooperative preschools, classes in child growth and development and parent/child relationships, and classes in parenting consist of courses organized to provide parents, prospective parents, and/or individuals assuming parental roles with the appropriate skills and attitudes in promoting healthy development of their children in enhancing the quality of family relationships.

Community Education Classes

These classes rely on the fees collected by class participants. They are community service classes with minimum and maximum enrollment requirements.

Adults with Disabilities Classes

Pacific Grove Adult Education serves the educational needs of eligible students with disabilities. Our Adults with Disabilities classes attempt to gear the curriculum to meet the individual needs of its diverse population, with consideration to their wide range of abilities and challenges. We offer two Arthritis classes for the Older Adult, a Mixed Media class that focuses on music therapy for students with early onset dementia.

Students enrolled in our High School Diploma/Equivalency program who are between the ages of 18-22 are eligible for special education services. Services and Goals are identified in Individualized Education Plans and monitored by the teacher of record and district case carrier.

Pacific Grove Adult Education partners with Gateway Center, a residential facility for people with moderate to severe disabilities. We currently offer two Art Classes for the Gateway students.

The Pacific Grove Unified School District's Transition Program serves special education students between 18-22 who have not received a High School Diploma or the equivalent. The focus of the program is to transition students into the adult world. Students are therefore given extensive vocational, mobility, social and life skills training. They are taught functional academics and for those students who are able to take coursework at the local community college or PG Adult school, they are supported in the classroom and with homework. Adult School Diploma teacher and staff collaborate with the Transition program teacher to aid those students who wish to pursue a diploma or its equivalency. Students volunteer in various community agencies to gain vocational skills and work ethics at the Pacific Grove Fire Station, Animal Friends Rescue, Pacific Grove High School Kitchen, Pacific Grove Community Garden and CSUMB's Return of the Native's project. By age 22, students' age out of special education services and are better prepared to continue their education and/or gain employment while living more independent lives.

Pre-Apprenticeship Classes

PGAE offers a pre-apprenticeship workforce preparation class that help students acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment. Students who enroll in our Pre-Apprenticeship construction trades class are interviewed and placed through the Workforce Development One Stop Center. Students qualify for tuition assistance and other needs such as transportation and child care through this program.

Adult Student

“Adult” means a person 18 years of age or older or a person who is not concurrently enrolled in a regular high school program. However, persons 18 years of age or older who are concurrently enrolled in a regular high school program are not adults. (Ed. Code 52610).

Concurrently Enrolled Student

A high school student can be counted as concurrently enrolled only if he or she is enrolled for the minimum day in a regular high school program or a continuation school or an opportunity school before enrollment in an adult education program, course or class. (Ed Code 52523, 52500.1).

Classroom Environment

Teachers are responsible for keeping “reasonable order” in their classrooms. This includes, but is not limited to, storage of materials, organization of student work and general orderly appearance of the room. Further, the classroom should reflect a warm and welcoming attitude toward our students, their diverse backgrounds and experience. Teachers are expected to instruct their students in safety procedures during the first class of any new session.

Reporting of Accidents, Incidents

For medical emergencies call 911, then immediately contact the Main Office. For non-medical emergencies contact the office immediately. For the safety of all, if you feel a student or staff member is under the influence of ANY substance, call the office.

Drills for Emergencies

If an evacuation of the building is ordered, all students and staff will assemble in the back corner of the parking lot against the fence. For off-site classes, please check with that building’s supervisor for the emergency plans.

Earthquakes – implement **BIG FIVE** Protocol: “Drop, Cover and Hold On” until the all clear is given by the Administrator/designee. Then proceed to the designated evacuation location (back corner of the parking lot against the fence).

Classroom Procedures for Emergency Plans

Emergency plan books are located by the exit door of each classroom. Emergency drills will be held annually, or more as needed. Staff must familiarize themselves with the contents of the emergency plan protocols and inform each new class of the safety procedures and emergency plan.

Child Abuse Reporting Requirements - stated in Penal Code 11164:

Sexual Harassment/Abuse - as defined in Ed Code 212.5.

Alcohol Use/Drug Use/Tobacco Policies – At no time are alcohol, drugs or tobacco use allowed on the school property.

Confidentiality – All student and staff records are confidential. Students are protected by Federal Privacy Act laws which state that no information will be given to anyone other than the registered student regarding enrollment, attendance, or grades.

Weapons – To ensure the safety of all students and staff, no weapons are permitted on campus. See California State Ed Code. 12540-12541.1 for details.

